

The Development and Effect Analysis of Integrated Program for Multiculturalism Capacity Development - Focused on Children of Korea's Multicultural and Non-Multicultural Families

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Abstract

The study aims to figure out the effect on global capacity enhancement and improvement of multiculturalism awareness in participating children by developing and conducting a multiculturalism capacity development program of children for multicultural and non-multicultural families in Korea's central region, South Chungcheong Province and North Chungcheong Province. The development of the research program was derived based on the needs survey focused on multicultural and non-multicultural family mothers using related literature review and HCD (Human Centered Design) following the development model by¹⁵, and through an expert Delphi survey a 10 session program was confirmed. After conducting the program, using the survey on 10 participating children and parents interviews, and analysis of change in children by session using observers the performance of the program was analyzed from various angles. In the case of the participating children, as sessions progressed they started naturally becoming aware of the characteristics and differences of each countries, and the pride and personal self-esteem of each country increased and the sense of identity improved, showing that they were gradually understanding the diversity of culture.

Keywords: Component, Integration Program, Multiculturalism Capacity, Multicultural Family, Non-Multicultural Family

1. Introduction

Due to low birthrate, aging population, globalization, and gender imbalance in the marriage age population, the number of multicultural families in Korea is continuously increasing and it is predicted that by 2020 the number will reach 1 million people¹, and it is predicted that by 2050 the population including the marriage immigrants and their children will exceed 5% of the total population².

Considering the increase in international marriages in Korean society, there is a need for integrative approach to multicultural society as a social task including strengthening integrative family support system for multicultural families³. Looking at it from the perspective of long term multicultural social development, the problem of

integration and coexistence must be considered together, and in the secondary multicultural family policy standard plan and foreign national policy standard plan the integrative approach is suggested as the main policy.

On the other hand, the main area of concern by parents of multicultural families as the children approach childhood and adolescence is child problems^{4,5}, and there is a need to multi-angle approach for desirable establishment of self-identity and stable adaptation to Korean life for multicultural family children⁶. According to the 2013 Safety Administration data, the number of children from multicultural families has increased by 22,745 (13.5%) children compared to 2012 which make up 191,328 children, and children under the age of 6 represent the majority with 61%. The quality of relation between

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parents and children in multicultural families become a very important subject that influence the health and safety of multicultural families and it has close relation with integration of Korean society.

In a situation like above, there is an opinion that there is a need for support for parent-child relationships in multicultural families considering regional characteristics to increase effectiveness and efficiency of social integration approach about multicultural families⁷⁻¹⁰. The reason is that there are differences in the lives of multicultural families according to social and policy environment of each region, and also because there could be different policies and systems by local government system.

The number of multicultural families in the Chungnam and Chungbuk of Korea's central region has increased by about 1,000 families each compared to 2010 and in 2013 there are 7,941 in Chungbuk and 12,649 in Chungnam, the number of multicultural family children also increased by about 2,000 since 2011 by region to Chungbuk 7,272 and 11,010 Chungnam^{11,12}. Especially the number of multicultural families in North Chungcheong Province and South Chungcheong Province by region is the highest after Seoul and Incheon, and for countryside, after Gyeongsang Province, and in the case of Cheongju in North Chungcheong Province after integration with Cheongwon in 2014 July the number of multicultural families increased, and it was found that there was a need for service approach appropriate for this situation.

Because the increase of multicultural family children has diverse backgrounds of not only the aspect of social population composition but also cultural aspects, there needs to be detailed and refined support programs that consider their needs and situations. However the reality is that there is a lack of systematic discussion about such things as service and programs by specific developmental areas considering characteristics of multicultural family children and operation methods and contents to promote social integration¹³.

Currently in Korea the programs being pushed in Korea for multicultural family children consist of Ministry of Gender Equality and Family's Rainbow Youth Center midway immigration youth primary support program 'Rainbow School' and learning specialty aptitude concentration camp for multicultural family children run by Ministry of Education, Science and Technology, and because overall it mostly consist of Korean level improvement and learning ability improvement¹⁴, the reality is that there are no integration programs for children for multicultural social integration focused on region.

For this the study tried to provide basic data that can increase practical multiculturalism capacity fit for regional characteristics and contribute to the multiculturalism awareness improvement and social integration for the region by developing, conducting, and verifying the effects of a regional multiculturalism program for the purpose of healthy development and multiculturalism capacity development in children of multicultural and non-multicultural families in South Chungcheong Province and North Chungcheong Province of Korea's central region.

2. Research Method

2.1 Research Proceedings

The study is a part of Ministry of Gender Equality and Family's regional multiculturalism program that researchers participated in, and it consists of program development for multiculturalism capacity development in children of multicultural and non-multicultural families and performance assessment process after conducting the program.

The research is based on the program development model by¹⁵ and it was done in the order of needs survey, education program development, and evaluation of education effectiveness and influence. First in the needs survey for the development of integration program where children of multicultural and non-multicultural families participate together, the multicultural family literature review and related programs¹⁶⁻²² were reviewed then a conference, using HCD (Human Centered Design) Toolkit with 14 women from multicultural families with children and 6 from non-multicultural families with children residing in the representative central region cities Cheonan, South Chungcheong Province and Cheongju, North Chungcheong Province making up a total of 20 people, was conducted for identifying the program needs. The detailed personal information of the participating parents of the needs survey is as shown in Table 1.

Human centered design toolkit that is used as an inductive method of data collection is an idea derivation method for innovation of system for critically reviewing systematic area and collect opinions in the field. The principle is a conference technique that collects opinion from the bottom up, and the researcher excludes prejudices about theory and system to lead the group to analyze the content. The analyzed content receives feedback from the conference participating group for ensuring validity.

Table 1. Needs survey participant mothers personal information

Number	Country of origin	Age	Length of stay	Total number of children	Residence
1	Japan	36	12 years 8 months	3	Cheongju
2	China	37	8 years	1	Cheongju
3	Vietnam	27	8 years	2	Cheonan
4	Vietnam	34	7 years	2	Cheonan
5	Vietnam	27	8 years	3	Cheonan
6	Vietnam	27	4 years 5 months	1	Cheonan
7	Vietnam	23	1 year 6 months	1	Cheonan
8	Russia	34	2 years	1	Cheonan
9	Kyrgyzstan	38	7 years	1	Cheonan
10	Russia	35	8 years`	1	Cheonan
11	Cambodia	29	4 years 3 months	2	Cheonan
12	Philippines	34	5 years	1	Cheonan
13	Vietnam	28	3 years 6 months	1	Cheonan
14	Kyrgyzstan	41	2 years	1	Cheonan
15	Korea	38	38 years	3	Cheongju
16	Korea	32	32 years	1	Cheonan
17	Korea	76	76 years	2	Cheongju
18	Korea	42	42 years	2	Cheonan
19	Korea	42	42 years	2	Cheonan
20	Korea	42	35 years	2	Cheonan

A potential program draft was composed for multiculturalism capacity development in children of multicultural and non-multicultural families focusing on related literature review and practical needs survey, and using the Delphi method evaluation and supplementation was done about the program by 3 experts in the youth and multiculturalism (Table 2).

Table 2. Experts Personal Information

Division	Sector	Major
Expert 1	University Professor	Family Welfare
Expert 2	University Professor	Child Welfare and Parent education
Expert 3	University Professor and Head of multicultural family support center	Family Welfare & Multiculturalism

Lastly the effectiveness verification survey after conducting the program consisted of questionnaires and qualitative research. In questionnaire survey, pre and post about self-esteem, sociality and multicultural capacity which are main concepts of study objectives were conducted at 1st orientation session and after final session. In the qualitative research, the changes in participants by session observed by a program co-leader who is a university student of the related matter that participated in every session was analyzed, and finally in order to identify the changes of the parents who participated the entire session, the interviews were conducted after the final session was completed, and the effects of the program were tested.

2.2 Data Collection

The program is a 10 session program with the main content of multiculturalism understanding and sociability improvement, and it was conducted weekly from 2014.06.18 to 2014.08.26. The total number of participating children was 10 (Cheonan 22, Cheongju 8), and the ratio of the children of multicultural and non-multicultural families was 6:4 for each regional team. The age range of participating children were 4~6 (Cheongju) and 7~10 (Cheonan), and for gender there were 14 girls and 16 boys.

To figure out the performance of this program, effectiveness verification was conducted by choosing the program purpose related variables self-esteem, sociability, and multiculturalism capacity. The effectiveness verification survey was conducted on children who participated in all sessions of the program and as shown in Table 3, 10 of the total participants were subjects.

2.3 Research Tool

The tool used in the survey for effectiveness verification was the scale of self-esteem, sociability, and multiculturalism capacity, and before and after test was conducted.

2.3.1 Self-Esteem

To find out about the self-esteem in the participating children, reference²³ self-esteem scale was used and higher scores denote higher self-esteem. The Cronbach's α value was .95.

2.3.2 Sociability

The test was composed of 15 items within the sociability part of the children and youth behavior evaluation

Table 3. Program effectiveness analysis subjects

Division	Gender	Age	Developmental stage	Number of siblings	Conversation time	Nationality-Mother
1	Female	6	Kindergarten	3	5	Japan
2	Male	9	Elementary school grade 3	2	3	China
3	Female	7	Elementary school grade 1	2	1	China
4	Female	8	Elementary school grade 2	1	1	China
5	Female	7	Elementary school grade 1	2	2	Korea
6	Male	10	Elementary school grade 4	2	1	Korea
7	Female	7	Elementary school grade 1	1	3	Korea
8	Female	7	Elementary school grade 1	2	3	Korea
9	Male	10	Elementary school grade 4	2	2	Korea
10	Male	10	Elementary school grade 4	2	2	Korea

developed by²⁴ to measure sociability. Higher scores denote higher sociability and the Cronbach's α value was .83.

2.3.3 Multiculturalism Capacity

To figure out the difference in multiculturalism capacity before and after the program, the multiculturalism awareness scale by²⁵ was modified and supplemented for use. Higher scores denote higher multiculturalism capacity and the Cronbach's α value was .79.

2.4 Data Analysis

The data from the survey of self-esteem, sociability, and multiculturalism capacity was used in the comparative analysis of before and after the program using spss 15.0. Prior questionnaire survey was conducted at the orientation before the 1st session started and post questionnaire survey was executed after all programs were completed. Regarding analysis method, Wilcoxon signed-rank test was conducted and educational effects were compared and analyzed because the identified normality of the data was not appropriate and the size of the participants in the program was small.

The change in children content analysis was categorized and organized focused on session related change in children where the observers repeatedly read written records. The parent interview content about the 10 participating children was transcribed right after the interview was done and qualitative research analysis software MAXQDA was used in the data analysis process. On the MAXQDA the transcription was read repeatedly and thoughts and feelings were recorded through memos and using the coding function the data was categorized according to meaning. Next by connecting the MAXQDA's

code system and survey content and analyzing the subject was derived, and by repeatedly reading the content was reorganized by subject and re-categorized.

3. Results

3.1 Program Development

The study aimed to develop and conduct a multiculturalism capacity development program where children of multicultural and non-multicultural families in Korea's central region, South Chungcheong Province and North Chungcheong Province participate together so that all participating children understand the diversity of culture through understanding the culture of other countries, improve self-esteem by increasing social integration, and improve global capacity as well as promote improvement of regional society multiculturalism awareness. In the result of the needs survey of child capacity strengthening program for social integration on 20 women from multicultural and non-multicultural families with children, the main needs included proper understanding of self, desirable personality fostering, real understanding of mothers' countries, understanding of various cultures without prejudice, civic consciousness and global capacity strengthening, and finding their dreams. The result is similar from the recent integration programs²⁶⁻²⁸ conducted on multicultural and non-multicultural families. Next, in the result of the Delphi survey about the program draft on 3 experts, there was feedback that the content composition focused on activities considering developmental stages and interests of children's age needed to be supplemented, and through above processes the final program details were confirmed (Table 4).

Table 4. The final program

No	Program	Goal of Program	Contents of Program
1	I love myself.	Improve self-esteem by self-understanding and self-love.	Create my ad profile and introduce it to the group members.
2	I express my feelings.	Understand various emotions. Learn how to express feelings appropriately.	Represent and describe one's feelings by pictures
3	I want to visit Mom's home country.	Study characteristics of Mom's country to help understanding of it	Find out mother's country in the world map and study the features of it
4	How different is Mom's country from Korea?	Express in a variety of ways about living together, and learn to acknowledge that to be not-same is not wrong but is only different	Create a harmonious color using the paint. Study the similarities and differences between Korea and Mom' country
5	What about the culture of Mom's country?	Learn about the instruments of, and listen to children's songs of Mom's country to experience the cultural atmosphere of it	Make a PET instruments and shake-play to the songs of Mom's country.
6	I learn the world through Mom's country.	Learn and understand the mindset and lifestyle in the culture of mother's country through children's books	Watching children's stories of Mom country to understand the characteristics of each culture.
7	Family in Mom's country.	Share stories about the meaning of family one thinks, to recognize the importance of one's family.	By creating a frame of family pictures, understand the family members of mother's country.
8	I'm good at communicating.	Be aware of the importance of listening to others, and acquire preferred method of communication.	Practice communicating skills and empathy methods by role plays.
9	I'm a sound and courteous citizen.	Learn proper etiquette depending on situations and objects, and understand the manners of the world.	Understand and practice manners of each country
10	I'm pursuing a dream.	Increase the multicultural awareness and keep strengths as a multicultural person	Look for one's strengths as a multi-cultural person, and make one's name card.

Program for the children includes of a total of 10 sessions and it consists of aspects such as understanding and expression of themselves, understanding the culture of other countries, acquiring communication skills, studying civic consciousness, and future planning.

3.2 Program Effectiveness Verification

3.2.1 Questionnaire

The questionnaire was done on the 10 children who participated in all 10 sessions to compare the before and after test scores about the program core concepts self-esteem, sociability, and multiculturalism capacity (Table 5). Analysis results showed significant differences in z values before and after the education in all variables and the effects of the program was verified. All scores in each variable were identified to increase after participating in the program and showed higher than 0.5 points in self-esteem, 0.5 points in sociality and 0.6 points in multicultural capacity which showed statistically significant differences.

Table 5. Program Effectiveness Before and After Analysis Results

Variable	Rank	N	ex-ante	ex-post	Z
Variable	Rank	N	Mean (SD)	Mean (SD)	Z
Self- esteem	Negative Ranks	0	3.62 (0.51)	4.21 (0.35)	-1.742*
	Positive Ranks	10			
	Tie	0			
Sociability	Negative Ranks	1	3.56 (0.54)	4.12 (0.47)	-1.792*
	Positive Ranks	9			
	Tie	0			
Multiculturalism capacity	Negative Ranks	0	3.54 (0.49)	4.17 (0.53)	-1.991*
	Positive Ranks	10			
	Tie	0			

Table 6. The group changes by session in children participating in the program

Stages	Group change process
Session 1	<ul style="list-style-type: none"> • Tension was lowered and familiarity was created. • Especially 'My advertisement' improved self-esteem by children introducing themselves in front of others and presenting their merit, and it increased interest in multiculturalism.
Session 2	<ul style="list-style-type: none"> • Children could understand types of emotion and could recognize more detailed and precise emotions. • It was shown that when sharing situations where negative emotions were mutually felt, the children were mutually sympathizing and listening. • By looking at pictures of other group members that expressed similar emotions differently, the diversity of emotion expression could be learned. • By having them expressing their emotion into action by role playing, the children felt catharsis and could improve emotion control ability. • By figuring out on the map where their mothers' countries are in the world map and talking about and sharing in a circle the characteristics of each country, the children developed pride in their mothers' countries.
Session 3	<ul style="list-style-type: none"> • This was a chance for their multiculturalism capacity to improve due to the increase in understanding of various countries in the world.
Session 4	<ul style="list-style-type: none"> • The core of this session was 'harmony' and it seems that especially in the activity using plastic bottles at the end of the session, the children properly understood the meaning. • It was a meaningful time. For example children suggested their own methods in the perspective of the children in 'good ways to live in harmony'.
Session 5	<ul style="list-style-type: none"> • The process of practicing and playing with instruments the children's song of each country itself was a meaningful time for improving multiculturalism capacity. • It was a time of realization that multiculturalism capacity strengthening and sociability increase through cultural approach was effective.
Session 6	<ul style="list-style-type: none"> • By having time to watch and share opinions about fairytales from their mothers' countries it helped to understand the differences in each culture. • Traditional games experience contributed to increasing understanding of various cultures.
Session 7	<ul style="list-style-type: none"> • As participating children made family picture frames they spoke with pride to other participating children and assistant moderators, which was a time where they could amply talk about their families. • It was a time where participating children became closer to each other through sharing stories about their friends and family.
Session 8	<ul style="list-style-type: none"> • The children could recognize the importance of sympathy and listening through games and activities. • It was a time where they could understand the 5 methods of satyr communication and could ultimately developing the ability to utilize matching communication. • The children could experience about importance of consideration and communication that improve relationships.
Session 9	<ul style="list-style-type: none"> • By experiencing etiquette of various countries the basis for living as a healthy citizen was made. • The children started looking at the differences between other cultures positively. • Acceptance of diverse cultures increased. • By providing a change for the children to foster cultural capacity it was a time where the children could establish their own identity and learn etiquette they should keep as a citizen in regional society.
Session 10	<ul style="list-style-type: none"> • By finding their own merits as a multicultural person they showed more confidence than before. • By having them share artwork that express their dreams it helped create tight relationships between children and parents. • As program sessions progress the frequency of positive interaction between members increased. • They showed increase of pride in being children of multicultural families.

3.2.2 Changes by Session and Interview

In the analysis of the changes in children recognized by the participating observer by session, children of multicultural and non-multicultural families all understood the difference in the culture of their mother's countries and it was a place where they could check who they were, and through the active search of their role and various communication, it was said that their problem solving ability improved (Table 6).

3.2.3 Interviews with the Parents of Participating Children

Interview results to identify the effectiveness about program participation targeting the mothers of participating children showed that all mothers in multi-cultural family and non-multicultural families could have the opportunities to widely understand their cultures through the program participation of their children and their self-esteem increased as they realized that they could become the existence who could be helpful to each other.

I always wanted to teach my child many things but I was upset because it didn't work out like I wanted to. However after participating in the education program it seemed like my child understood much about other cultures and confidence grew, so I was relieved (multicultural family mother 1).

I was contemplating how to raise and teach the children, but my child who was introverted changed to be more active and started getting along well without hesitation. I could see the child being more considerate to the sibling at home (multicultural family mother 2).

It was awkward first time but we understood each other and showed our cultures as the sessions passed, I thought we could understand each other (non-multicultural family mother 1).

And, she also said she could have community spirit, not the discrimination against other culture and it was a meaningful time to experience new perception about the differences.

I felt that family is the greatest, coming to an unfamiliar country to become one and learn and feel with each other. I am happy to meet diverse people and I am proud I could be of help. Through respecting and understanding each other I learned a lot and felt again that family is important (non-multicultural family mother 1).

It was a meaningful time for me as well to be with mothers and children of multicultural families and it was a time for growth for me and my child. I would like to

participate again in it as a better program. I would like to contribute to living together in harmony (non-multicultural family mother 2).

I could have a feeling that participating mothers and children were taking care of themselves and could feel something in common. I felt like we are the same family (multicultural family mother 3).

4. Conclusions

The study, in preparation for multicultural society in the perspective of social integration, developed and conducted a multidimensional capacity development program for children of multicultural and non-multicultural families in Korea's central region, South Chungcheong Province and North Chungcheong Province (Cheongju Chungbuk, Cheonan Chungnam) then the effectiveness was verified. The program developed in this study consisted of 10 sessions and it focused on sociability development and increasing confidence as a global leader through understanding themselves and diverse cultures. The effectiveness analysis of the program was verified through participating children survey, analysis of change by session, and parent interview. The participating children naturally understood the differences and characteristics of different countries as sessions progressed and their pride for their mothers' countries increased, showing effect in increasing personal self-esteem. Especially the effect of understanding of cultural diversity and receptivity increase was shown in participating children.

These positive effects could be said to be the result of this program being different from previous multicultural family children program as an integration program, where in the process extensive understanding and improvement in awareness could be naturally progressed. As both multicultural and non-multicultural families participated the multicultural families learned and applied the aspects of families within Korean society and non-multicultural families, through participation with multicultural people within regional society, improved the multicultural families' cultural understanding and multiculturalism capacity to acquire extensive awareness and inclusive attitude about mutual cultural differences to lead a practical awareness change, which is the main achievement of this research. Based on this result it can be seen that this program is effective in social integration. The results will be able to be utilized as meaningful data in developing and conducting future social integration programs focusing on diverse multiculturalism.

Finally, because this study developed and analyzed effectiveness of integration program based on a specified region, it is difficult to say that the research subjects represent all children of Korea's multicultural and non-multicultural families. Because there could be various characteristics of parents and children by region where the program is conducted, future research will need to consider these regional and cultural differences. Also, there needs to be diversification of program progress by children's age to improve effectiveness and to conduct efficient progress.

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